

# PROCEDURES OF TEACHING ENGLISH TO SPECIAL NEEDS STUDENTS

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## **Abstract**

There is a gap between the increasing numbers of Special Needs Students (SEN) and the decreasing numbers of teachers who have the heart to teach SEN students. The gap becomes a problem since it affects the right of SEN students to learn English. Teaching English to Special Educational Needs (SEN) students requires special procedures. This study focused on hearing impairment students. An English teacher of hearing impairments students has many roles in teaching. This study aims to find out the teaching procedures used by the teacher in SMALB Negeri Salatiga and the way the teacher solved the problems which appeared in SEN classrooms. The participant of this study is an English teacher at SMALB Negeri Salatiga. The data were collected using a real-time observation and interview. The findings revealed that the teacher used various teaching procedure such as elicitation, modeling the language, giving written input, using AVA, repetition, connecting the material to the daily activity. Games and collaborative learning are used in the classroom to build a fun learning. The teacher often praises the students' work and gives feedback to the students. The problems in the classroom are lack of vocabulary, misspelling, AVA misinterpretation, tendency to be passive, and fear in learning English.

**Key words:** *procedures, English teaching, special needs students, hearing impairment students*